

Department or Program Curriculum Committees

The primary responsibility for the content, quality, and effectiveness of the curriculum originates with faculty. Each academic department or program must have a curriculum committee to review and approve curriculum decisions. These may be committees of the whole, but membership on the program curriculum committees must consist of at least two (2) faculty from the department or program.

The department or program review of new curricula and curriculum change is conducted by faculty who teach in that department or program. Faculty should consider, first, whether the proposal is appropriate for the department or program at UNCG. Department and program faculty have the most responsibility for reviewing the course or program details thoroughly and ensuring that each response meets UNCG standards and practices for students, faculty, administration, and external governing bodies when appropriate. Refer to Course and Program Checklists for additional guidance.

- Content – The most thorough review of proposed content should occur in the department, where the expertise resides. The department/program faculty conduct a holistic review, including student learning outcomes, topics, texts, assignments, and other components prior to approving any course, program, concentration, revision, etc. Courses should fit into programs, program curricula should be cohesive, and programs and concentrations should fit with department, unit, and UNCG missions.
- Level – The most thorough review of course level (100, 200, 300, etc.) or program (bachelor's, master's, doctorate, certificate, etc.) should occur in the department. The department/program faculty ensure rigor, content, and learning outcomes match the level proposed. Level should align with UNCG practice.
- Advanced Level of Learning - The most thorough review of advanced level of learning should occur in the department. The department/program faculty ensure that a student has the opportunity to take increasingly challenging courses throughout the program to develop mastery of skills and knowledge to the point of having an advanced level of learning in the discipline. For a graduate degree, the advanced level of learning should be significantly beyond the undergraduate degree. A doctoral degree should be significantly more advanced than a master's degree.
Advanced level of learning requires that a program be coherent, organizing courses in a way that a student progresses toward intentional, advanced outcomes. The faculty ensure that it exists.
- Instructor Qualifications – The most thorough review of the qualifications of the instructor typically teaching a course should occur in the department, where the understanding of the course content and expertise needed to teach it reside. The department/program faculty should consider UNC Greensboro's

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[faculty credentialing policy and procedures](#). They should describe the education level, discipline(s), and/or experience(s) typically expected of an instructor for this course.

- Credits – The most thorough review of the number of credits appropriate for any course or program happens in the department. Faculty in the department or program should consider policies of UNCG and the Board of Governors in their deliberations.
- Pre-requisites, admission criteria, progression criteria – Department/program faculty review the pre- requisites, co- requisites, admission criteria, and progression criteria for the curriculum change to ensure changes are appropriate and feasible for students.
- Ability to effectively use a particular delivery mode (face to face, online, off-campus)
 - Faculty in the department or program evaluate the appropriateness of the delivery method for a course or program. They ensure that the content can and should be taught in that mode. They ensure resources are available to support faculty and students in those courses or programs
- Resources are sustainable – Department/program faculty ensure the curriculum change is fiscally sustainable. Resources will be available on a continuing basis to support the change.
- Impact and consultations with other departments, including duplication and need for others' resources (faculty, seats, etc.) – Department/program faculty identify the impact of the course or program addition, deletion or change on other programs and departments. They should seek to understand how their action impacts headcounts and requirements in their own department and other areas, particularly if they will require additional resources from another department or will no longer be able to offer service courses required in other programs. Departments should seek consultation with other departments or programs as appropriate to avoid unnecessary duplication when the other department's course offerings can serve their students. Departments should be able to provide a justification for not consulting with other departments.

Unit Curriculum Committees

The unit-level review of curriculum change is conducted by faculty with the perspective of what is appropriate for the unit (college or school) within UNCG, without focusing on the details that have been vetted by the department. Their responsibility is to ensure the department or program has considered issues beyond the department in their request. The unit faculty review the curriculum change to ensure it meets the standards and practices of the unit. The committee confirms routine changes proposed by the department.

- Content – Unit-level committees review courses to confirm general fit into programs, and programs to confirm general fit into the department, unit, and UNCG missions.
- Level – Unit-level committees review course and program proposals to evaluate general fit of the course or program level with UNCG practice. The unit confirms that the rationale and description support the level of course or program requested, as established by UNCG policy, precedence, and practice.
- Advanced Level of Learning - Unit-level committees review the advanced level of learning in a program proposal to evaluate whether the curriculum provides students the opportunity to take increasingly challenging courses throughout the program to develop mastery of skills and knowledge to the point of having an advanced level of learning in the discipline. Unit-level committees confirm that, for a graduate degree, the advanced level of learning should be significantly beyond the undergraduate degree. A doctoral degree should be significantly more advanced than a master's degree, or significantly more advanced than a bachelor's degree for a bachelor's to doctoral program.
Advanced level of learning requires that a program be coherent, organizing courses in a way that a student progresses toward intentional, advanced outcomes. The unit-level committees confirm that it exists.
- Instructor Qualifications – Unit-level committees review course proposals to confirm that the qualifications of the instructor typically teaching a course seem appropriate. The description should align with UNC Greensboro's [faculty credentialing policy and procedures](#).
- Credits – Unit-level committees review course and program proposals to confirm that the credits requested for the course or program align with established UNCG policy, precedence, and practice for the unit, including contact hours and required program credits.
- Pre-requisites, admission criteria, progression criteria – Unit-level committees review the pre- requisites, co requisites, admission criteria, and progression criteria for the curriculum change to confirm changes are appropriate and feasible for students in the department, unit and UNCG.

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- Ability to effectively use a particular delivery mode (face to face, online, off-campus) – Unit-level committees confirm the appropriateness of the delivery method for a course or program. They confirm resources are generally available to support faculty and students in those courses or programs.
- Resources are sustainable – Unit-level committees confirm the curriculum change is fiscally sustainable. Resources will be available on a continuing basis to support the change.
- Impact and consultations with other departments, including duplication and need for others' resources (faculty, seats, etc.) – Unit-level committees review the impact of the course or program addition, deletion or change on other programs and departments. They should seek to understand how actions impact headcounts and requirements outside of the department requesting the change, particularly if the change will require additional resources from another department or alter service courses required in other programs. Unit-level committees seek to identify unnecessary duplication when another department can serve their students. They review consultations or justification for not consulting when proposals may impact other departments.

University-wide Committees

The University-wide committee review of curriculum change is conducted by faculty and staff that serve on the committees with the perspective of what is appropriate for and consistent with practices and policies at UNCG. Members of this committee are responsible for reviewing and advising about courses and programs for alignment with the mission of the University. Like the unit-level committees, they avoid focusing on the details that have been vetted by the department. The University faculty review curriculum changes to ensure they meet the standards and practices of UNCG and external governing agencies.

- Content – University-level committees review courses and programs to confirm general fit into the department, unit, and UNCG missions.
- Level – The University-level committees confirm that the rationale and description support the level of course or program requested, as established by UNCG policy, precedence, and practice.
- Advanced Level of Learning - The University-level committees confirm that a program proposal demonstrates an advanced level of learning in a program. They can see that the curriculum provides students the opportunity to take increasingly challenging courses throughout the program to develop mastery of skills and knowledge to the point of having an advanced level of learning in the discipline. University-level committees confirm that, for a master's degree, the advanced level of learning should be significantly beyond the undergraduate degree. A doctoral degree should be significantly more advanced than a master's degree, or significantly more advanced than a bachelor's degree for a bachelor's to doctoral program.
Advanced level of learning requires that a program be coherent, organizing courses in a way that a student progresses toward intentional, advanced outcomes. The committees confirm that it exists.
- Instructor Qualifications – University-level committees confirm that the qualifications of the instructor typically teaching a course seem appropriate. The description should align with UNC Greensboro's [faculty credentialing policy and procedures](#).
- Credits – University-level committees review course and program proposals to confirm that the credits requested for the course or program align with established UNCG policy, precedence, and practice for the University, including contact hours and required program credits.
- Pre-requisites, admission criteria, progression criteria – University-level committees review the pre- requisites, co requisites, admission criteria and progression criteria for the curriculum change to confirm changes are appropriate and feasible for students in the department, unit and UNCG.

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- Ability to effectively use a particular delivery mode (face to face, online, off-campus) – University-level committees confirm the appropriateness of the delivery method for a course or program. They confirm resources are generally available to support faculty and students in those courses or programs.

- Impact and consultations with other departments, including duplication and need for others' resources (faculty, seats, etc.) – University-level committees review the impact of the course or program addition, deletion or change across the University. They should seek to understand how actions impact headcounts and requirements outside of the department and unit requesting the change, particularly if the change will require additional resources from another department or alter service courses required in other programs. University-level committees seek to identify unnecessary duplication when another department can serve their students.